

Michigan State Methamphetamine Task Force
Prevention Subcommittee
School-Based Methamphetamine Prevention Education Guidelines
May, 2006

The Prevention Subcommittee of the Michigan Methamphetamine Task Force would like to recommend the following document as a guideline for best practices in methamphetamine education for students in middle school and high school.

Due to the growing methamphetamine problem in southwestern Michigan the Office of Drug Control Policy (ODCP) awarded a three-year Methamphetamine Prevention Infrastructure Initiative Grant to the four substance abuse coordinating agencies covering 21 counties in southwestern Michigan.

The grant was designated to support local "meth" task forces with the goal of providing a forum to promote enhanced cooperation and provide opportunities for communities to respond to the multiple problems associated with "meth" manufacture, sale and use. In response to the issues communities face, unique to the "meth" challenge, substance abuse professionals have engaged with other community organizations, groups and individuals to address multiple sector concerns including: public health, child endangerment, contamination/clean-up, law enforcement, "meth" component availability, law/standards, as well as treatment and prevention education.

A Regional Methamphetamine Workgroup was formed in the Kalamazoo Community Mental Health & Substance Abuse Services (KCMHSAS) region, including Barry, Branch, Kalamazoo, St. Joseph, and Van Buren Counties. This workgroup was formed in part to develop guidelines for methamphetamine prevention education in the region. Made up of prevention professionals, representing the five county task forces in the region, the workgroup has developed the following guiding principles, tenets, delivery models, and intervention strategies for methamphetamine prevention education based on established best practices, current research literature, and existing prevention programming knowledge.

The following is based on the work of the Kalamazoo regional workgroup. This document is intended for use as a guide when educating middle and high school adolescents. This document is in no way intended to be used exclusively, and should serve as a guide to begin the process; and then explore further the target audiences' knowledge, cultural, and educational background, and depth of information necessary to each group specifically.

Guiding Principles:

Prevention education, to be effective, should be collaborative in nature, and provided in a variety of settings and across multiple sectors of the community.

Methamphetamine abuse is a growing problem however the data indicates that alcohol and tobacco represents a significantly greater threat to public health therefore:

- Education efforts should be incorporated into existing substance abuse prevention programming.
- Education messages should be age-appropriate and tailored to fit the target population and needs of the local community.

- Education efforts should be research based “best practices” and evaluated for effectiveness.
- Education planning should include representation from community stakeholders.
- Education should be provided in a culturally competent manner to high-risk populations and otherwise under served individuals/groups.
- Education should be provided by competent and trained individuals.
- Education should strive to provide the most accurate meth specific information available.

Tenets:

It is important to note that the biggest difference in presenting the tenets to middle school and high school populations has more to do with the level of discussion and questions asked by the students that follow. All of the following tenets are covered for both populations however there is more in-depth information presented to the older students and more complex questions asked that drive the presentation. So while the information presented for both populations might be the same the discussion and questioning will reflect a more mature level for the older student. It is understood that a working knowledge of substance abuse prevention is necessary to provide this level of service to any population

TENETS	
*MIDDLE SCHOOL	**HIGH SCHOOL
<ul style="list-style-type: none"> • Reasons why people use. 	<ul style="list-style-type: none"> • Reasons why people use.
<ul style="list-style-type: none"> • Signs and symptoms. 	<ul style="list-style-type: none"> • Signs and symptoms.
<ul style="list-style-type: none"> • Consequences <ol style="list-style-type: none"> 1. Physical – short & long term effects, appearance 2. Psychological – minimal description <ul style="list-style-type: none"> - Paranoia, aggression 3. Social 4. Legal 	<ul style="list-style-type: none"> • Consequences <ol style="list-style-type: none"> 1. Physical – short & long-term effects appearance. 2. Psychological – expanded description <ul style="list-style-type: none"> - Short & long-term consequences - Paranoia, aggression, depression, suicide, inability to break the addiction 3. Social – expanded description <ul style="list-style-type: none"> - Peer pressure 4. Legal
<ul style="list-style-type: none"> • Environmental issues <ol style="list-style-type: none"> 1. Personal Health/Safety/Protection 2. Public Health/Contamination Concerns 	<ul style="list-style-type: none"> • Environmental issues <ol style="list-style-type: none"> 1. Personal Health/Safety/Protection 2. Public Health/Contamination Concerns
<ul style="list-style-type: none"> • Treatment challenges – very general discussion about treatment. 	<ul style="list-style-type: none"> • Treatment challenges – in-depth conversations about treatment, use of prevalence data.
<ul style="list-style-type: none"> • Resistance skills 	<ul style="list-style-type: none"> • Resistance skills
<ul style="list-style-type: none"> • Resources and reporting 	<ul style="list-style-type: none"> • Resources and reporting

***Middle School:** Curriculum will provide a complete and general overview of the tenets.

****High School:** Curriculum will provide an in depth review and expanded discussion of the tenets.

Delivery Models:

- Peer input/peer driven strategies
- Outside expert
- School educator led
- Technology based

Education Strategies:

- Classroom presentations
- In-service training for school personnel
- Parent education
- Community training/public awareness

* Adapted in part from Tip of the Western CAPT Methamphetamine Prevention: CSAP's Western Center for the Application of Prevention Technologies May 1, 2005.